



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

HIGH SCHOOL CLASSIFICATION

By J. HENRY HIGHSMITH
State High School Inspector

CONSIDERABLE PROGRESS has been made in standardizing the high schools of the state. The value of standardization is pretty generally recognized. In attempting to standardize high schools the aim has been to increase the efficiency of the schools and at no time has there been an attempt to put the schools beyond the reach of the people. The purpose of standardization is to indicate what a real high school is and to encourage school officials to measure up to this standard for the sake of the boys and girls involved. Standardization is simply a means of measuring a school and its work. There are certain factors that enter into good high school organization. There are certain elements that are absolutely essential if good work is done in any school of high school grade. Standardization serves as a measure of what should be attempted and what should be achieved.

I. Standard or Accredited High Schools.

School men in the state have become quite familiar with what is known as the standard or accredited high school. By a standard or *accredited high school* of the lowest class is meant the following:

1. A four-year course of study beyond the seventh grade.
2. A term of eight months or 160 days, exclusive of holidays.
3. Three whole-time high school teachers holding proper certificates.
4. Recitation periods at least forty-five minutes in length in order that each course may be the equivalent of 120 clock hours, or one unit of work.
5. Laboratory facilities for the teaching of science, especially general science and biology.
6. A library of not fewer than 300 volumes (See bulletin 33, *High School Library*.)
7. At least forty-five pupils in average daily attendance.
8. Fifteen standard units required for graduation.

The time has come for standardization of high schools to include the schools that cannot meet the requirements for accredited rating. From the foregoing statement of what constitutes a standard or accredited school it will be seen that there should be three teachers if four years of work are given.

II. Certified High Schools.

Below the standard or accredited school two other classes should be provided for. They may be called certified and recognized high schools. By a certified

school is meant one that meets the following requirements:

1. Three years of work beyond the seventh grade. That is the eighth, ninth, and tenth grades, or first, second and third years of high school.
2. A term of thirty-two weeks or 160 days, exclusive of holidays.
3. Two whole-time teachers holding proper certificates.
4. Recitation periods at least forty-five minutes in length.
5. Twelve units required for completion of the course.
6. Laboratory facilities for the teaching of general science at least.
7. A library of not fewer than 200 volumes (See bulletin 33, *High School Library*)
8. At least thirty pupils in average daily attendance.

It will be noted that the length of term and the length of recitation periods are identical with requirements for a standard school. This is done that a student may get full credit for work completed when going from a certified to a standard school. In other words, a person who has completed the work in a certified school can graduate from a standard high school in one year and receive all the benefits of graduation from a standard school.

III. Recognized High Schools.

By a recognized high school is meant one that meets the following requirements:

1. A two-year course of study. That is, the work of the eighth and ninth grades, or the first and second years of high school.
2. A term of eight months or 160 days, exclusive of holidays.
3. One whole-time teacher.
4. Length of recitation periods forty-five minutes at least.
5. Eight units required for completion of the course.
6. Library of not fewer than 100 volumes (See bulletin 33, *High School Library*.)
7. At least twenty pupils in average daily attendance.

Since the length of term and the length of recitation periods are identical in this case as in the case of certified or standard schools a pupil may go from a recognized school to a certified or standard school and receive credit for the completion of two years of work.

In other words, a person going from a recognized school to a certified school can complete the work in one year, or in his going from a recognized to a standard high school, the work may be completed in two years, and all the benefits of graduation from a standard school may thereby be received. The organization of high schools on a basis of *standard*, *certified*, and *recognized* schools will undoubtedly lead to clearness and definiteness and be conducive to more effective work whenever high school work is undertaken.

In some cases one teacher has undertaken to do four years of high school work. This is a manifest impossibility. No teacher should attempt to do more than two years of high school work. As already indicated two teachers, except in rare instances, should attempt

not more than three years of work. Three years of work cannot be done satisfactorily by two teachers, unless a scheme of alternation of subjects is agreed upon and strictly adhered to.

It is possible for three teachers with proper classification of students to give fairly adequately four years of work.

In organizing schools according to the suggestions for *recognized*, *certified* and *standard* schools, it will be impossible to cover as many subjects as has been done formerly in many cases, but undoubtedly the quality of work will be greatly superior to much of the work done heretofore. Our effort should be to secure the highest order of work possible wherever any amount of high school work is undertaken.

"ON BAGS OF GOLD"*

By LAURA BELL EVERETT

Berkeley, California

DID MR. Gradgrind in demanding "facts, sir, nothing but facts" lay the teaching profession under a spell from which it has never fully recovered? When schools and schoolteachers appear in fiction it is too often in caricature. If they appear in romance it is in order that they may furnish the unromantic background for the purpose of contrast.

It is, then, with something of surprise that one reads on in Ernest Poole's *Beggars' Gold* to find that Peter Wells, the hero, does not desert teaching for a more romantic calling, but remains to work out in his Americanization classes the truth of the parable from which the story takes its name: "we are beggars sitting on bags of gold." Peter, who "had known so many men who had failed often finer and more humanly appealing than those few who had won success," exclaims,

"How much we all have in ourselves, both good and bad, and how it's kept down. I wonder what the world would be like if every mother's son of us became what he might have been."

The background is a city school and the story does not leave the noisy school where Italians and Sicilians, Greeks and Armenians, Poles and Jews speak "terrific English." There Peter finds the heroine who is a woman so true to life that she does not fall in love with some one beside her husband, as heroines are now frequently forced to do by the exigencies of the novel that hopes some day to be a movie. There he finds, too, little Moon Chao, the Oriental sunbeam that lends some of the glamor of Cathay to the story. Moon Chao will delight both those who like the Chinese and those who do not know them.

The interviews Peter has with Roosevelt, and his writing of the great American's life form an episode of especial interest, though many would like a different ending.

The words with which a letter from Roosevelt closes: "I take off my hat to teachers. You have the greatest job in the land. At best I can only lead men. You can mold them," are not over emphasized. Were that the case one might feel that the book is only a pair of rose-colored spectacles. On the contrary it portrays the grind, the discouragements, the disadvantages, and while seeing these as they are, makes the teacher who has spent his whole life in the work, say, "see if you can't get a little pleasure out of this vale of tears . . . try to get over the idea that the whole job is drudgery," and "my own little dream of bumping the stars is dead but in others it lives on! The king is dead. Long live the king! And as I watch this feeling rise in thousands of young people, I'm always finding something new. I've got over the idea that I can do much to mold their lives. Instead of that I watch 'em all—just giving a hand to them now and then."

The book does not lend itself readily to quotation. It is really an organism and should be known as a whole, as a faithful picture of the life of the teacher who knows that the best things of life are the intangible ones. "We are beggars sitting on bags of gold."

**Beggars' Gold* by Ernest Poole, author of *The Harbor* and *His Family*. The Macmillan Company, New York.